

Qualities of an Effective Mentor

- Commitment to continuous improvement, lifelong learning, and equitable access to effective teaching
- History of leadership and advocacy resulting in positive change
- Ability to model effective standards-based teaching
- Evidence of outstanding teaching practice
- Strong intra- and interpersonal skills
- Knowledge of student and adult learning needs, curriculum, and assessment
- Respect of peers, parents, and school community
- Ability to work effectively with students and adults from diverse backgrounds
- Commitment to and knowledge of professional learning and teaching standards
- Teaching experience and enthusiasm for the teaching profession
- Content and grade-level expertise
- Organizational and political literacy

Sources: Achinstein & Athanases, 2006); Moir, Barlin, Gless, & Miles, 2009; Odell et al., 2000

Roles and Responsibilities of an Effective Mentor

Roles of an Effective Mentor

- Facilitate a strong start to the year.
- Provide coaching and feedback.
- Provide instructional and professional support.
- Provide personal support.
- Maintain a confidential relationship with the beginning teacher.
- Serve as a liaison and resource.
- Serve as a teacher leader.
- Identify avenues for ongoing learning and growth.
- Promote reform-minded and equitable teaching and learning environments.
- Other roles required by the district or school:

Responsibilities of an Effective Mentor

- The number of hours per week a mentor meets with and observes the beginning teachers
- The number of beginning teachers the mentor will support
- Required professional development training
- Required goal setting, professional planning, or self-assessment
- Collaboration with colleagues
- Required types of beginning teacher support
- Formal and informal communication with principals
- Confidentiality guidelines
- Other responsibilities required by the district:

Selection Criteria: District Tally

Use this tool to document your team's answers to the importance of the criterion. Total the numbers for each criterion to get a sense of which criterion are priorities for the people on your team. Discuss the scores and determine if some criteria should be revised or eliminated based on the team feedback.

Adapted from the Michigan ASSIST [Tool: Selecting and Assigning Mentors](#)

Critical Elements of Effective Mentoring	Use this space to list the scores the individuals on your team noted for each criteria.	Add the numbers in the second column together for a total score here.
1. Does the potential mentor effectively use formative assessment to gauge student learning and adjust instruction accordingly?		
2. Is the potential mentor confident and effective in using summative data to reflect on her/his practice to improve student learning over time?		
3. Does the potential mentor have a sufficient repertoire of instructional strategies to adjust instruction to meet the needs of diverse learners?		
4. Does the potential mentor effectively understand and use learning standards?		
5. Does the potential mentor have a deep understanding of and capacity to use the teaching standards or relevant teaching framework to support and coach new teachers toward more effective instruction?		

Attitude and Character	Use this space to list the scores the individuals on your team noted for each criteria.	Add the numbers in the second column together for a total score here.
1. Does the potential mentor exhibit a strong commitment to the teaching profession?		
2. Is he/she willing to serve as a role model for other teachers?		
3. Is he/she eager to share information and ideas with colleagues?		
4. Is he/she reflective and able to learn from mistakes?		
5. Is he/she willing to advocate on behalf of colleagues?		

Attitude and Character	Use this space to list the scores the individuals on your team noted for each criteria.	Add the numbers in the second column together for a total score here.
6. Is he/she flexible, persistent, resilient, and open-minded?		
7. Does he/she exhibit good humor and resourcefulness?		
8. Is he/she willing to participate in training to improve her mentoring skills?		
9. How has he/she scored on recent performance evaluations?		
Other:		

Professional Competence and Experience	Use this space to list the scores the individuals on your team noted for each criteria	Add the numbers in the second column together for a total score here
1. Does the potential mentor's pedagogical expertise match the grade level and subject area of potential new teacher(s)?		
2. Does the potential mentor have expert knowledge in the same subject or endorsement area of the new teacher(s)?		
3. Does he/she demonstrate excellent classroom management skills?		
4. Is he/she regarded by colleagues as an outstanding teacher?		
5. Does he/she have confidence in his/her own instructional skills?		
6. Does he/she understand the policies and procedures of the school, district, and teacher association?		
7. Does he/she collaborate well with other teachers and administrators?		
8. Does he/she feel comfortable being observed?		
9. Is he/she willing to learn new teaching strategies from beginning teachers?		
10. Does he/she have command over evidence-based practices?		
11. Does he/she implement new initiatives with fidelity?		
12. Does he/she collect and use data to monitor progress and modify instruction accordingly?		

Professional Competence and Experience	Use this space to list the scores the individuals on your team noted for each criteria	Add the numbers in the second column together for a total score here
13. Has he/she been able to support learning for a wide-range of diverse students?		
Other:		

Communication Skills	Use this space to list the scores the individuals on your team noted for each criteria	Add the numbers in the second column together for a total score here
1. Is the potential mentor able to articulate effective instructional strategies?		
2. Does he/she listen attentively?		
3. Does he/she ask questions that prompt reflection and understanding?		
4. Does he/she offer critiques in positive and productive ways?		
5. Does he/she use e-mail effectively?		
6. Is he/she efficient with the use of time?		
7. Does he/she convey passion and enthusiasm for teaching?		
8. Is he/she discreet and able to maintain confidentiality?		
9. Can he/she provide coaching and feedback that is explicit?		
10. Does he/she understand how to scaffold support overtime?		
11. Does he/she have a system for maintaining positive and effective communication with families		
Other:		

Interpersonal Skills	Use this space to list the scores the individuals on your team noted for each criteria	Add the numbers in the second column together for a total score here
1. Is the potential mentor able to maintain a trusting professional relationship?		
2. Does he/she know how to demonstrate care for a new teacher's professional and emotional needs?		
3. Is he/she attentive to sensitive political issues?		
4. Does he/she work well with individuals from different cultural backgrounds?		
5. Is he/she approachable?		
6. Is he/she able to easily establish rapport with others?		
7. Is he/she patient?		
8. Can he/she relay constructive feedback in a manner that mentees would be open, reflective, and responsive?		
Other:		